

MSIP 4	Original Proposed MSIP 5	Rationale	* RAC Consensus	Department Recommendation	Revised Proposed MSIP 5
1) This rule is to be effective July 1, 2006, and incorporated by reference and made a part of this rule. The Missouri School Improvement Program (MSIP) Standards and Indicators Manual which is comprised of qualitative and quantitative standards for school districts. As referenced in the MSIP Standards and Indicators Manual, the standards are organized in three (3) sections—Resource Standards, Process Standards and Performance Standards. The standards are supported by appendices which include: the minimum graduation requirements, media standards for school learning resource centers, teacher certification requirements and assessment program standards.	(1) Pursuant to Section 161.092, RSMo, this rule is to be effective two years from the date of adoption of the proposed rule by the State Board of Education (board). The Missouri School Improvement Program (MSIP) – 5 Performance Standards and Indicators, Appendix A, included herein, is comprised of quantitative standards for school districts.	<p>Beginning with the 4th Cycle of MSIP, accreditation determinations have been made based on the Performance Standards. This is not to be viewed as lessening the value of the Resource and Process Standards but rather to reflect their necessity in achieving the desired results in student performance.</p> <p>To fully reflect what is occurring in practice and supported through legislation, MSIP 5 is written so that local school boards of education and administrators retain the authority to determine and prioritize resources to benefit their students' education.</p>	Include <u>resource</u> and <u>process</u> standards.	<p>The Department recommends that the State Board of Education charge the Department with presenting to the board, no later than August 2012, the <i>Missouri School Improvement (MSIP) – 5 Resource and Process Standards and Indicators</i>.</p> <p>The 4th Cycle Resource and Process Standards will remain intact until the rule is rescinded.</p>	(1) Pursuant to Section 161.092, RSMo, this rule is to be effective two years from the date of adoption of the proposed rule by the State Board of Education (board). The <i>Missouri School Improvement Program (MSIP) – 5 Performance Standards and Indicators</i> , Appendix A, included herein, is comprised of quantitative standards for school districts.

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(2) During each year , The Department of Elementary and Secondary Education (DESE) will select school districts which will be reviewed and classified in accordance with this rule, including the standards, with the appropriate scoring guide and forms and procedures outlined in the annual MSIP .	(2) Annually , the Department of Elementary and Secondary Education (Department) will select school districts which will be reviewed and classified in accordance with this rule, including the standards, using the appropriate scoring guide, forms, and procedures outlined by the Department .	<p>As was confirmed through the 4th Cycle MSIP, a five-year cyclical review schedule is no longer adequate.</p> <p>District performance, as measured by MSIP performance standards, needs to be reviewed annually to allow for early intervention.</p>	<p>Change “Annually” to some other schedule.</p> <p>Include stakeholders in developing appropriate scoring guide.</p>	<p>The Department has rewritten this section to clearly articulate that the annual data review is in reference to performance data as determined by the Annual Performance Report (APR). Annual review of trends in these data will guide the Department in determining which school districts may need the greatest support and which may serve as models of excellence. Accreditation recommendations will continue to be made based on multiple years of data.</p> <p>The Department recommends that stakeholders be involved in developing the APR scoring guide and that a work plan outlining the purpose and timeline of steps in this process be developed in consultation with the MSIP 5 Steering Committee.</p>	(2) School district performance will be reviewed annually by the Department of Elementary and Secondary Education (Department) and classified in accordance with this rule, including the standards, using the appropriate scoring guide, forms, and procedures outlined by the Department. Review of these data will guide the Department in determining school districts in need of improvement as well as the appropriate level of intervention necessary for significant and sustained improvement in student achievement, and in determining high performing school districts that may serve as models of excellence. Decisions will be made using multiple years of data.

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(3) The State Board of Education (board) will assign classification designations of unaccredited, provisionally accredited and accredited based on the standards of the MSIP.	(3) The board will assign classification designations of unaccredited, provisionally accredited, and accredited based on the standards of the MSIP.	No change.	No consensus for a recommendation was provided.	The Department recommends this statement remain as written.	(3) The board will assign classification designations of unaccredited, provisionally accredited and accredited based on the standards of the MSIP.

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(4) As a condition of receiving a classification designation other than unaccredited, each school district reviewed under MSIP must file, within sixty (60) days of the board's decision, a school improvement plan in a form specified by DESE and implement it in accordance with a specified schedule approved by DESE.	(4) As a condition of receiving a classification designation other than unaccredited, each school district reviewed under MSIP must maintain a current school improvement plan in a form specified by the Department and implement it in accordance with a specified schedule approved by the Department.	School Improvement Plans are maintained at the local level.	No consensus for a recommendation was provided	The Department continues to recommend that a school district must maintain a comprehensive school improvement plan as a condition of full or provisional accreditation. The Department agrees with the recommendation to change the words "form specified by the Department" to "format approved by the Department" for districts with a full accreditation status to allow for greater flexibility. The Department recommends that districts identified through MSIP as needing improvement must submit a school improvement plan for approval by the Department.	(4) As a condition of receiving a classification designation other than unaccredited, each school district reviewed under the MSIP must maintain a current school improvement plan in a form specified format approved by the Department. Districts identified through the MSIP as needing improvement must submit a school improvement plan for approval by the Department and implement it in accordance with a specified schedule approved by the Department.

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<p>(5) A school district's classification designation based on the standards of the MSIP will remain in effect until the board approves another designation. The board may consider changing a district's classification designation after its regularly scheduled review or upon its determination that the district has:</p> <p>(A) Failed to implement its school improvement plan at an acceptable level;</p> <p>(B) Implemented its school improvement plan substantially and, therefore, may qualify for a higher classification designation;</p> <p>(C) Employed a superintendent or chief executive officer without a valid Missouri superintendent's certificate in a K-12 school district; or employed a superintendent or chief executive officer without a valid Missouri superintendent's or elementary principal's certificate in a K-8 school district; and/or</p> <p>(D) Altered significantly</p>	<p>(5) A school district's classification designation based on the standards of the MSIP will remain in effect until the board approves another designation. The board may consider changing a district's classification designation after its review or upon its determination that the district has:</p> <p>(A) Failed to implement any required school improvement plan at an acceptable level;</p> <p>(B) Successfully implemented its school improvement plan and, therefore, may qualify for a higher classification designation;</p> <p>(C) Employed a superintendent or chief executive officer without a valid Missouri superintendent's certificate in a K-12 school district, or employed a superintendent or chief executive officer without a valid Missouri superintendent's or elementary principal's certificate in a K-8 school district;</p> <p>(D) Altered significantly the scope or</p>	<p>Section E was included to reflect the Department's designated authority to monitor the implementation of state law.</p>	<p>No consensus for a recommendation was provided.</p>	<p>The Department recommends adding clarity by revising statements (B) and (D) to emphasize that a change in classification designation may be considered when the district has: (B) demonstrated significant and sustained change (multiple years) in student performance (an increase warranting a higher classification or a decrease warranting a lower classification) or (D) Experienced significant change in the scope or effectiveness of the programs, services, or financial integrity upon which the original classification designation was based.</p>	<p>(5) A school district's classification designation based on the standards of the MSIP will remain in effect until the board approves another designation. The board may consider changing a district's classification designation after its review or upon its determination that the district has:</p> <p>(A) Failed to implement any required school improvement plan at an acceptable level;</p> <p>(B) Successfully implemented its school improvement plan and, therefore, may qualify for a higher classification designation; Demonstrated significant change in student performance over multiple years;</p> <p>(C) Employed a superintendent or chief executive officer without a valid Missouri superintendent's certificate in a K-12 school district, or employed a superintendent or chief executive officer without a valid Missouri superintendent's or elementary principal's certificate in a K-8 school district;</p> <p>(D) Altered significantly Experienced significant change in the scope or effectiveness of the programs, services or</p>

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the scope or effectiveness of the programs, services or financial integrity upon which the original classification designation was based.	effectiveness of the programs, services or financial integrity upon which the original classification designation was based. (E) Failed to comply with a statutory requirement.				financial integrity upon which the original classification designation was based; and/or (E) Failed to comply with a statutory requirement.

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(6) A school district designated unaccredited by the board under the provisions of this rule will be liable for tuition and transportation for resident students legally transferring to another district pursuant to applicable state laws and regulations from the date of the action by the board through the end of the school year during which the board awards the district a designation of provisionally accredited or higher.		This is not needed in the MSIP rule as it is addressed in statute.	No consensus for a recommendation was provided.	This is not needed in the MSIP rule as it is addressed in statute.	

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<p>(7) Any school district which on June 30, 1997, or thereafter, has been classified unaccredited by the board in two (2) successive years will be subject to lapsing, pursuant to applicable state laws and regulations. A school district that is classified as unaccredited shall lapse on June 30 of the second full year after the school year during which the unaccredited classification is initially assigned.</p>		<p>This is not needed in the MSIP rule as it is addressed in statute.</p>	<p>No consensus for a recommendation was provided.</p>	<p>This is not needed in the MSIP rule as it is addressed in statute.</p>	

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<p>(8) A school district designated provisionally accredited twice sequentially or a school district designated provisionally accredited after being unaccredited will be designated provisionally accredited for three (3) years, at which time a re-review will be conducted. A district's accreditation designation may not be raised more than one (1) level during a re-review.</p> <p>(A) The board may lower a district's accreditation if a district fails to gain full accreditation after being designated provisionally accredited twice sequentially; or after being designated provisionally accredited after being unaccredited and the district fails to make significant or consistent improvement in student achievement in order to gain accreditation.</p>		This is not needed in the MSIP rule as it is addressed in statute.	No consensus for a recommendation was provided.	This is not needed in the MSIP rule as it is addressed in statute.	

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<p>(9) The board of education of any school district which is dissatisfied with the classification designation assigned by the board may request a hearing before the commissioner of education for the purpose of showing cause why its classification designation should be reconsidered. Each request must be submitted in writing within thirty (30) days of the board's classification designation, setting forth the specific reasons for the request, including any errors of fact upon which the board relied in making the classification designation. If the commissioner of education agrees that sufficient cause has been shown, s/he will request the board to reconsider the district's classification designation together with the additional or corrected information.</p>	<p>(6) The board of education of any school district which is dissatisfied with the classification designation assigned by the board shall request reconsideration within thirty (30) days of notice received of the original classification. The request for reconsideration shall be submitted to the commissioner of education and state the specific basis for reconsideration, including any errors of fact cited to support reconsideration. Review by the board shall be based upon the materials submitted with the original classification, the request for reconsideration, and any materials offered by the commissioner of education or requested by the board.</p>	<p>This was revised to more accurately convey the roles of the State Board of Education and the Commissioner.</p>	<p>Assure timely notification. Allow sixty (60) days for board and community engagement.</p>	<p>The Department agrees with a sixty (60) day notification period and recommends changing thirty (30) days of notice to (60) days of notice. The Department also recommends inserting that review by the board shall be "scheduled within sixty (60) days of receipt of the request for reconsideration".</p>	<p>6) The board of education of any school district which is dissatisfied with the classification designation assigned by the board shall request reconsideration within thirty (30) days within sixty (60) calendar days of notice received of the original classification. The request for reconsideration shall be submitted to the commissioner of education and state the specific basis for reconsideration, including any errors of fact cited to support reconsideration. Review by the board shall be scheduled within sixty (60) calendar days of receipt of the request for reconsideration and shall be based upon the materials submitted with the original classification, the request for reconsideration, and any materials offered by the commissioner of education or requested by the board.</p>

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Appendix A					
<p>The State Board of Education first established standards for the classification and accreditation of Missouri's school districts in 1950. [Since then, the standards have been reviewed several times and revised periodically to reflect changing conditions in our schools, as well as the changing demands and expectations of citizens and school patrons.] (moved to second paragraph)</p> <p>The process of classifying and accrediting school districts took on greater significance when the State Board of Education, in 1990, adopted new classification standards, to be implemented through the Missouri School Improvement Program (MSIP). While the State Board and the Department of Elementary and Secondary Education have a legal mandate to evaluate and classify public schools, the goal of the MSIP process is to promote school improvement within each district and on a statewide basis. The MSIP Standards and Indicators are created to guide school districts in this improvement effort. During the first, second, and third cycles of MSIP evaluations (1990 to present), this focus on school improvement has</p>	<p>The State Board of Education (board) first established standards for the classification and accreditation of Missouri's school districts in 1950. The process of classifying and accrediting school districts took on greater significance in 1990 when the board adopted new classification standards to be implemented through the Missouri School Improvement Program (MSIP). While the board and the Department of Elementary and Secondary Education (Department) have a legal mandate to evaluate and classify public schools, the goal of the process is to promote school improvement within each district on a statewide basis.</p> <p>The standards have been reviewed and revised over time to reflect changing conditions in our schools, as well as changing demands and expectations of citizens and school patrons. Our 21st Century students learn in a format different from that of the 1950s, and they require an ever-changing set of skills. To compete globally, Missouri's students must be prepared to succeed in higher education institutions or technical post-secondary programs.</p>	<p>Report-only will not be used for accreditation purposes. A growing body of research suggests that students who work hard in high school do so because they connect their efforts with post-secondary college and career success.</p> <p>The Department has an agreement in place to exchange data with the National Student Clearinghouse. These data will be utilized to report placement and pipeline data without additional district reporting requirements.</p> <p>Information to determine FAFSA filing rates is available through the Missouri Comprehensive Data System.</p>	<p>Eliminate "Report Only" from APR.</p>	<p>The Department recommends eliminating this section.</p> <p>Data points not used for accreditation purposes can serve as useful information to school districts and that additional indicators contribute to better informing all stakeholders so that they can take action appropriate to their roles.</p> <p>Additional measures, not included in the standards and indicators, will be used for reporting purposes. The data will continue to be published but will not be reported on the Annual Performance Report. Examples of data that may be reported as or will continue to be reported include:</p> <ol style="list-style-type: none"> 1. In districts providing early childhood programs (voluntary Pre-K through grade 3), student performance on assessments included in the Missouri early childhood assessment system; (The Missouri early childhood assessment system will be piloted in districts in the 2012-2013 school year and will become operational in the 2013-2014 school 	<p>The State Board of Education (board) first established standards for the classification and accreditation of Missouri's school districts in 1950. The process of classifying and accrediting school districts took on greater significance in 1990 when the board adopted new classification standards to be implemented through the Missouri School Improvement Program (MSIP). While the board and the Department of Elementary and Secondary Education (department) have a legal mandate to evaluate and classify public schools, the goal of the process is to promote school improvement within each district on a statewide basis.</p> <p>The standards have been reviewed and revised over time to reflect changing conditions in our schools, as well as changing demands and expectations of citizens and school patrons. Our 21st Century students learn in a format different from that of the 1950s, and they require an ever-changing set of skills. To compete globally, Missouri's students must be prepared to succeed in higher education institutions or technical post-secondary programs.</p> <p>The MSIP 5 Performance Standards and Indicators are created to guide school districts in this improvement effort. During the first, second, third, and fourth cycles of MSIP evaluations (1990 to present),</p>

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<p>stimulated significant progress and change in school districts throughout the state.</p> <p>The revised standards and indicators represent a continued refinement of the previous standards and promote a stronger emphasis on student achievement and other performance measures. They will guide Missouri's continuing school-improvement efforts as we move through the fourth cycle of MSIP reviews and into the 21st century.</p>	<p>The MSIP 5 Performance Standards and Indicators are created to guide school districts in this improvement effort. During the first, second, third, and fourth cycles of MSIP evaluations (1990 to present), this focus on school improvement has stimulated significant progress and change in school districts throughout the state. The revised standards and indicators represent a continued refinement of the previous four versions of MSIP standards and promote an emphasis on student achievement and other performance measures.</p> <p>Procedural changes of note include:</p> <ol style="list-style-type: none"> 1. A five-year cyclical review schedule is no longer adequate. District performance as measured by the MSIP performance standards will be reviewed annually to allow for early intervention. 2. Additional measures, not included in the performance standards and indicators, may be used for reporting purposes on the Annual Performance Report. Examples of data that will be used for reporting purposes include: 			<p>year.)</p> <ol style="list-style-type: none"> 2. The percent of graduates enrolled in remedial coursework in college; and 3. Other measures as determined by research or best practice. 	<p>this focus on school improvement has stimulated significant progress and change in school districts throughout the state. The revised standards and indicators represent a continued refinement of the previous four versions of MSIP standards and promote an emphasis on student achievement and other performance measures. Procedural changes of note include:</p> <ol style="list-style-type: none"> 1. A five year cyclical review schedule is no longer adequate. District performance as measured by the MSIP performance standards will be reviewed annually to allow for early intervention. 2. Additional measures, not included in the and indicators, may be used for reporting purposes on the Annual Performance Report. Examples of data that will be used for reporting purposes include: 4. In districts providing early childhood programs (voluntary Pre-K through grade 3), student performance on assessments included in the Missouri early childhood assessment system; (The Missouri early childhood assessment system will be piloted in districts in the 2012-2013 school year and will become

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	<p>a. In districts providing early childhood programs (voluntary Pre-K through grade 3), student performance on assessments included in the Missouri early childhood assessment system; (The Missouri early childhood assessment system will be piloted in districts in the 2012-2013 school year and will become operational in the 2013-2014 school year.)</p> <p>b. The percent of graduates enrolled in remedial coursework in college; and</p> <p>c. The percent of students who successfully progress from ninth grade through high school graduation within five (5) years, attend post-secondary education and graduate with either an associate's degree within three (3) years or a</p>				<p>operational in the 2013-2014 school year.)</p> <p>5. The percent of graduates enrolled in remedial coursework in college; and</p> <p>6. The percent of students who successfully progress from ninth grade through high school graduation within five (5) years, attend post-secondary education and graduate with either an associate's degree within three (3) years or a bachelor's degree within six (6) years.</p> <p>3. The department will collect evidence of best practices implemented in districts across the state. These data will inform future policy determinations and may serve as models for districts to emulate. Examples include:</p> <p>a. The utilization of common interim assessments;</p> <p>b. Local assessment practices of content areas not assessed on the Missouri Assessment Program (MAP);</p> <p>c. Intervention strategies; and</p> <p>d. Student engagement.</p>

*These items reflect recommendations that were made by all or a majority of the five regional advisory committees (RACs).

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	<p>bachelor's degree within six (6) years.</p> <p>3. The Department will collect evidence of best practices implemented in districts across the state. These data will inform future policy determinations and may serve as models for districts to emulate. Examples include:</p> <ul style="list-style-type: none"> a. The utilization of common interim assessments; b. Local assessment practices of content areas not assessed on the Missouri Assessment Program (MAP); c. Intervention strategies; and d. Student engagement. 				

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Performance Standards for K-12 Districts					
9.1 General Academic Achievement – The district has implemented the Missouri Assessment Program (MAP) to measure academic achievement and can demonstrate improvement in the performance of its students over time. <ol style="list-style-type: none"> The district's students achieve a high level of performance or demonstrate improvement in performance on the MAP. The percent of students tested on the MAP in each subject/grade is maintained at a high level. (see below) 	1. Academic Achievement – The district administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time. <ol style="list-style-type: none"> Student performance on assessments required by the MAP meets or exceeds the state standard or demonstrates improvement in performance over time The percent of students tested on each required MAP assessment meets or exceeds the state standard. Growth data indicate that students meet or exceed growth expectations. 	<p>Indicator 1 changes from a reference to “high” achievement to “state standard” to reflect proposed revisions to the scoring guide terminology.</p> <p>Indicator 2 was written to reflect all assessments included in the Missouri Assessment Program.</p> <p>MSIP 4 Indicator 3 was moved to a new MSIP 5 Standard 2. The MSIP 5 Indicator 3 reflects the inclusion of individual student growth data.</p>	<p>Reduce the number of required EOCs.</p> <p>Eliminate the Fine Arts and P.E. assessments and address content areas in the resource and process standards.</p> <p>Use ACT in place of EOHS.</p> <p>Define state standards or the process to determine standards with stakeholders.</p> <p>Place emphasis on growth.</p> <p>Acknowledge the needs of exceptional students.</p>	<p>The Department recommends that the board approve the revised assessment schedule.</p> <p>The Department recommends that the state standards be provided in the scoring guide and the process to determine these standards with stakeholders be outlined in a scoring guide work plan. The work plan is to be implemented immediately. The Department recommends that the state remain committed to its work with the growth model pilot and to use the work of the pilot to inform decisions.</p>	1. Academic Achievement – The district administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time. <ol style="list-style-type: none"> Student performance on assessments required by the MAP meets or exceeds the state standard or demonstrates improvement in performance over time The percent of students tested on each required MAP assessment meets or exceeds the state standard. Growth data indicate that students meet or exceed growth expectations.

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<p>9.2 Reading Achievement—The district's students achieve a high level of performance in reading or demonstrate improvement.</p>		<p>This standard was removed because it is included in the Communication Arts component of Standard 1.</p>	<p>No consensus for a recommendation was provided.</p>	<p>No change.</p>	

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<p>9.1</p> <p>3. Districts with students in any group that is identified statewide as a racial/ethnic minority at any grade level tested by MAP must demonstrate improvement in that minority population's achievement which is equal to or greater than the achievement of the non-minority population.</p>	<p>2. Subgroup Achievement – The district demonstrates required improvement in student performance for its subgroups.</p> <p>1. The performance of students identified on each assessment in identified subgroups, including free or reduced price lunch, racial/ethnic background, English language learners, students with disabilities and gender subgroups, meets or exceeds the state standard or demonstrates required improvement.</p>	<p>MSIP 5 Standard 2 is a revised version of MSIP 4 Standard 1, Indicator 3.</p>	<p>Delete gender as an accountable subgroup.</p>	<p>The Department recommends deleting gender as an accountable subgroup but will continue to encourage districts to review this data point.</p>	<p>2. Subgroup Achievement – The district demonstrates required improvement in student performance for its subgroups.</p> <p>1. The performance of students identified on each assessment in identified subgroups, including free or reduced price lunch, racial/ethnic background, English language learners, and students with disabilities and gender subgroups, meets or exceeds the state standard or demonstrates required improvement.</p>

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9.3 Scholastic Preparedness – The percent of students scoring at or above the national mean on the American College Testing (ACT) program is high or increasing.	3. College and Career Readiness – The district provides adequate post-secondary preparation for all students.	9.3 Scholastic Preparedness and 9.4 Career Preparation were merged into MSIP 5 Standard 3 – College and Career Readiness to reflect the expectation of all students possessing fundamental knowledge and skills upon graduating high school.	<p>No consensus on which specific college and career assessment(s) to use was provided.</p> <p>Replace “students” with “graduates.”</p> <p>Add dual credit.</p> <p>Add a 3.6: The percent of graduates who completed approved career education programs and are placed in occupations related to their training, attend post-secondary education/training or enter the military meets or exceeds the state standard or demonstrates required improvement.</p>	<p>The Department recommends changing language to read, “on any Department-approved measure(s) of college and career readiness, e.g. ACT, SAT, COMPASS, or Armed Services Vocational Aptitude Battery (ASVAB).</p> <p>The Department recommends changing “students” to “graduates” to more clearly define how percentages will be calculated.</p> <p>The Department recommends inserting dual credit in 3.4</p> <p>The Department recommends adding a 3.6: The percent of graduates who completed approved career education programs and are placed in occupations related to their training, attend post-secondary education/training or enter the military meets or exceeds the state standard or demonstrates required improvement.</p>	<p>(3) College and Career Readiness – The district provides adequate post-secondary preparation for all students.</p> <p>1. The percent of students graduates who scored at or above the state standard on the any Department-approved measure of college and career readiness, for example, ACT®, SAT®, COMPASS® or Armed Services Vocational Aptitude Battery (ASVAB) assessments, meets or exceeds the state standard or demonstrates required improvement.</p>

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<p>9.4. Career Preparation - The percent of students demonstrating adequate preparation for postsecondary education and/or employment is high or increasing.</p> <p>1. The percent of credits taken by juniors and seniors in Department-designated advanced classes is high or increasing.</p> <p>2. The percent of credits taken by juniors and seniors in Department-designated career education programs is high or increasing.</p> <p>3. The percent of students who attend postsecondary education within six months of graduating is high or increasing.</p>	<p>1. The percent of students who score at or above the state standard on the ACT®, SAT®, COMPASS® or Armed Services Vocational Aptitude Battery (ASVAB) assessments meets or exceeds the state standard or demonstrates required improvement.</p> <p>2. The district's average ACT® and/or SAT® composite score(s) meets or exceeds the state standard or demonstrate(s) required improvement.</p> <p>3. The percent of students participating in the ACT® and/or SAT® meets or exceeds the state standard or demonstrates required improvement.</p> <p>4. The percent of students who earn a qualifying score on an Advanced Placement (AP), International Baccalaureate (IB), or Technical Skills Attainment (TSA) assessments</p>	<p>Additional assessments were added to allow for the participation in the assessment that best meets of the needs of an individual student.</p> <p>Indicator 2 was included to incentivize improvement for all students.</p> <p>Indicator 3 was included to protect against participation as a disincentive.</p> <p>Indicator 4 was revised to include a performance measure for the previous version of this standard.</p> <p>Indicator 5 was revised to include placement of students in additional post-secondary training or educational opportunities.</p>			<p>College and Career Readiness – The district provides adequate post-secondary preparation for all students. (9.3 continued).</p> <p>2. The district's average ACT® and/or SAT® composite score(s) on any Department-approved measure of college and career readiness, for example, ACT®, SAT®, COMPASS® or Armed Services Vocational Aptitude Battery (ASVAB), meets or exceeds the state standard or demonstrate(s) required improvement.</p> <p>3. The percent of students graduates who participated in the ACT® and/or SAT® any Department-approved measure(s) of college and career readiness, for example, the ACT®, SAT®, COMPASS®, or Armed Services Vocational Aptitude Battery (ASVAB), meets or exceeds the state standard or demonstrates required improvement.</p> <p>4. The percent of students graduates who earned a qualifying score on an Advanced Placement (AP), International</p>

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	<p>and/or receive college credit through early college or dual enrollment in approved courses meets or exceeds the state standard or demonstrates required improvement.</p> <p>5. The percent of students who attend post-secondary education/training or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.</p>				<p>Baccalaureate (IB), or Technical Skills Attainment (TSA) assessments and/or receive college credit through early college, or dual enrollment or approved dual credit in approved courses meets or exceeds the state standard or demonstrates required improvement.</p> <p>5. The percent of students graduates who attend post-secondary education/training or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.</p> <p>6. The percent of graduates who complete career education programs approved by the Department of Elementary and Secondary Education and are placed in occupations directly related to their training, continue their education, or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.</p>

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4. The percent of students who complete career education programs approved by the DESE and are placed in occupations relating to their training, continue their education, or are in the military services is high or increasing.					

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9-6. Attendance Rate – The percent of students who regularly attend school is high or increasing.	4. Attendance Rate – The district ensures all students regularly attend school. 1. The percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement.	This Standard and its indicator changes from a reference to “high” achievement to “state standard” to reflect proposed revisions to the scoring guide terminology.	No consensus for a recommendation was provided.	The Department recommends no changes to this standard and indicator.	(4) Attendance Rate – The district ensures all students regularly attend school. 1. The percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement.

MSIP 4	Original Proposed MSIP 5	Rationale	* RAC Consensus	Department Recommendation	Revised Proposed MSIP 5
<p>9.5 Graduation Rate – The percent of students who persist in their efforts to complete an educational program is high or increasing.</p>	<p>5. Graduation Rate – The district ensures all students successfully complete high school.</p> <p>1. The percent of students who complete an educational program that meets the graduation requirements as established by the board meets or exceeds the state standard or demonstrates required improvement.</p>	<p>This Standard and its indicator changes from a reference to “high” status to “state standard” to reflect proposed revisions to the scoring guide terminology, and it includes a reference to the state graduation requirements.</p>	<p>Add students with a GED in the graduation rate calculation.</p> <p>Use dropout rate.</p> <p>Use a 5-year rate.</p>	<p>The Department recommends that we calculate and use one consistent graduation rate for state and federal accountability. This does not allow for inclusion of students who obtain a GED. It does allow for a 5-year rate calculation.</p>	<p>(5) Graduation Rate – The district ensures all students successfully complete high school.</p> <p>1. The percent of students who complete an educational program that meets the graduation requirements as established by the board meets or exceeds the state standard or demonstrates required improvement.</p>

MSIP 4	Original Proposed MSIP 5	Rationale	* RAC Consensus	Department Recommendation	Revised Proposed MSIP 5
Performance Standards for K-8 Districts					
<p>9.1. General Academic Achievement – The district has implemented the Missouri Assessment Program (MAP) to measure academic achievement and can demonstrate improvement in the performance of its students over time.</p> <p>1. The district's students achieve a high level of performance or demonstrate improvement in performance on the MAP.</p> <p>2. The percent of students tested on the MAP in each subject/grade is maintained at a high level.</p> <p>3. (See Below)</p>	<p>1. Academic Achievement – The district administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.</p> <p>1. Student performance on assessments required by the MAP meets or exceeds the state standard or demonstrates improvement in performance over time.</p> <p>2. The percent of students tested on each required MAP assessment meets or exceeds the state standard.</p> <p>3. Growth data indicate that students meet or exceed growth expectations</p>	<p>Indicator 1 changes from a reference to “high” achievement to “state standard” to reflect proposed revisions to the scoring guide terminology.</p> <p>Indicator 2 was written to reflect all assessments included in the Missouri Assessment Program.</p> <p>MSIP 4 Indicator 3 was moved to a new MSIP 5 Standard 2. The MSIP 5 Indicator 3 reflects the inclusion of individual student growth data.</p>	<p>Reduce the number of required EOCs.</p> <p>Eliminate the Fine Arts and P.E. assessments and address content areas in the resource and process standards.</p> <p>Use ACT in place of EOHS.</p> <p>Define state standards or process to determine standards with stakeholders.</p> <p>Place emphasis on growth.</p> <p>Acknowledge the needs of the exceptional pupil.</p>	<p>The Department recommends that the board approve the revised assessment schedule.</p> <p>The Department recommends that the state standards be provided in the scoring guide and the process to determine these standards with stakeholders be outlined in a scoring guide work plan. The work plan is to be implemented immediately.</p> <p>The Department recommends that the state remain committed to its work with the growth model pilot and to use the work of the pilot to inform decisions.</p> <p>The Department recommends that the work of MSIP acknowledge the needs of the exceptional pupil.</p>	<p>1. Academic Achievement – The district administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.</p> <p>1. Student performance on assessments required by the MAP meets or exceeds the state standard or demonstrates improvement in performance over time.</p> <p>2. The percent of students tested on each required MAP assessment meets or exceeds the state standard.</p> <p>3. Growth data indicate that students meet or exceed growth expectations</p>

MSIP 4	Original Proposed MSIP 5	Rationale	* RAC Consensus	Department Recommendation	Revised Proposed MSIP 5
<p>9.3 Reading Achievement—The district's students achieve a high level of performance in reading or demonstrate improvement.</p>		<p>This standard was removed because it is included in the Communication Arts component of Standard 1.</p>	<p>No consensus for a recommendation was provided.</p>	<p>The Department recommends no changes to this standard and indicator.</p>	

MSIP 4	Original Proposed MSIP 5	Rationale	* RAC Consensus	Department Recommendation	Revised Proposed MSIP 5
<p>9.1</p> <p>3. Districts with students identified statewide as a racial/ethnic minority at any grade level tested by MAP must demonstrate improvement in that minority population's achievement which is equal to or greater than the achievement of the non-minority population.</p>	<p>2. Subgroup Achievement – The district demonstrates required improvement in student performance for its subgroups.</p> <p>1. The performance of students identified on each assessment in identified subgroups, including free or reduced price lunch, racial ethnic background, English language learners, students with disabilities and gender subgroups, meets or exceeds the state standard or demonstrates required improvement.</p>	<p>MSIP 5 Standard 2 is a revised version of MSIP 4 Standard 1, Indicator 3.</p>	<p>Delete gender as an accountable subgroup.</p>	<p>The Department recommends deleting gender as an accountable subgroup but will continue to encourage districts to review this data point.</p>	<p>2. Subgroup Achievement – The district demonstrates required improvement in student performance for its subgroups.</p> <p>1. The performance of students identified on each assessment in identified subgroups, including free or reduced price lunch, racial ethnic background, English language learners, and students with disabilities and gender subgroups, meets or exceeds the state standard or demonstrates required improvement.</p>

MSIP 4	Original Proposed MSIP 5	Rationale	* RAC Consensus	Department Recommendation	Revised Proposed MSIP 5
<p>10.1 Post-elementary School Status – Elementary districts conduct follow-up studies of students to determine the degree to which they succeed in high school.</p> <p>1. The grade point average of ninth- and tenth-grade students from the elementary district is comparable to the grade point average of ninth- and tenth-grade students from the receiving high school district(s).</p>	<p>3. High School Readiness – The district provides adequate post-elementary preparation for all students.</p> <p>1. The percent of students who earn a proficient score on one (1) or more of the high school end-of-course assessments while in elementary school meets or exceeds the state standard or demonstrates required improvement.</p>	<p>MSIP 5 Standard 3 was included to reflect High School Readiness in place of the MSIP 4 10.1 GPA measure.</p>	<p>No consensus for a recommendation was provided.</p>	<p>The Department recommends no changes to this standard and indicator.</p>	<p>3. High School Readiness – The district provides adequate post-elementary preparation for all students.</p> <p>The percent of students who earn a proficient score on one (1) or more of the high school end-of-course assessments while in elementary school meets or exceeds the state standard or demonstrates required improvement.</p>

MSIP 4	Original Proposed MSIP 5	Rationale	* RAC Consensus	Department Recommendation	Revised Proposed MSIP 5
<p>9.6. Attendance Rate – The percent of students who regularly attend school is high or increasing.</p>	<p>4. Attendance Rate – The district ensures all students regularly attend school.</p> <p>1. The percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement.</p>	<p>This Standard and its indicator changes from a reference to “high” achievement to “state standard” to reflect proposed revisions to the scoring guide terminology.</p>	<p>No consensus for a recommendation was provided.</p>	<p>The Department recommends no changes to this standard and indicator.</p>	<p>4. Attendance Rate – The district ensures all students regularly attend school.</p> <p>1. The percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement.</p>